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ABSTRACT

This two-part report seeks to outline the progress made to date by Maricopa Technical Community College (MTCC) through its first eight years of operation, and to recommend specific actions which might be taken in the future by the college to insure its continued progress and response to community needs in light of constraints on funding and increasing demand for programs. Part I relates MTCC's philosophy, purposes, and goals, and provides information on facilities, personnel, instruction, students, degrees and certificates granted and job placements recorded, and costs. Appended to Part I are tables and graphs displaying data on enrollment, personnel, cost, and off-campus locations. Part II outlines four options for the future direction of MTCC, including: maintenance of the status quo; development of educational centers with specialized instructional emphases; development of a comprehensive campus and program; and, development of a multi-educational level educational park. Requirements, benefits, risks, and implications for each option are presented. The option recommended to the governing board is the development of educational centers with specialized instructional emphases. (JDS)

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MARICOPA TECHNICAL COMMUNITY COLLEGE

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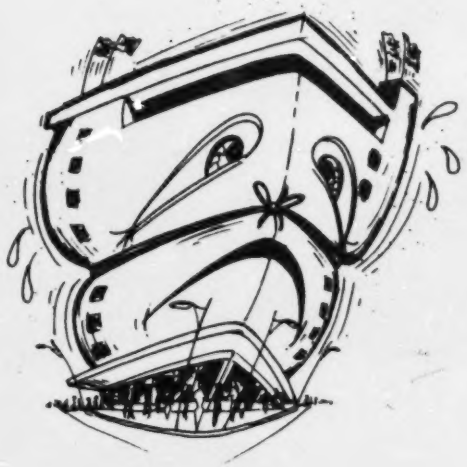

PROGRESS AND PROSPECT

A Report Submitted to the Governing Board of the Maricopa County Community College District

by The Staff of
Maricopa Technical Community College

Dr. Norbert I. Bruemmer
Executive Dean

2 November 6, 1976

JC 760 695

PROGRESS AND PROSPECT

PART I

PROGRESS AND PROSPECT

PART I

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MARICOPA TECHNICAL COMMUNITY COLLEGE

PROGRESS AND PROSPECT

PART I

The purpose of Part I of this report is to relate to the administration and governing board of the Maricopa County Community College District a brief summary of the progress made by Maricopa Technical Community College through its first eight years of operation. In the appendix to this part of the report, certain data are presented in table and graph form related to enrollment, personnel, cost of operation, degrees and certificates granted, and job placements recorded in the college Placement Office.

The intent of Part I of this report is not to provide a detailed eight-year history of the college, but to demonstrate the course followed by the college in relation to the course charted by the administration and governing board of the district when the college was founded. At that time certain goals were established for MTCC. This report demonstrates progress made toward achievement of these goals.

PHILOSOPHY, PURPOSES, AND GOALS

In 1967 a Phoenix landmark, the Korrick's Department Store building located at the corner of First and Washington Streets, was presented to the Maricopa County Community College District as a gift by the Broadway-Hale Company. The acceptance of this gift by the college district marked the birth of the fourth college in the district, Maricopa Technical Community College. Dr. Irwin Spector was appointed executive dean of the college, a position which he held in addition to his position as District Vice-President for Educational Services.

Shortly after his appointment as executive dean, Dr. Spector appointed other staff to begin planning for the opening of the new college in the fall of 1968. The college did open in the fall of 1968 with the following approved statements of philosophy and purposes:

Philosophy

The primary responsibility of Maricopa Technical Community College is to serve the citizens of Maricopa County by providing programs of study to students in both occupational education and general education. Through education the college facilitates each student's participation in, and contribution to, a democratic society. The college believes in the dignity of each individual and the inherent value of work. Maricopa Technical Community College strives to maintain an educational program which is conducive to both the student's self-realization and to his individual responsibility as a citizen, family member, and worker.

Purposes

To provide occupational programs of study to meet both the needs of students and the work community.

To provide guidance and counseling services which facilitate each student's selection and achievement of life goals.

To provide educational courses of study for job-entry training, career advancement and personal satisfaction.

To provide in-service and special service education for business and industrial interests in the community.

To provide general education for the purpose of personal enhancement which facilitates the understanding of, and participation in, the community, state, and nation.

To provide community services through the support of the educational and student activities program.

To provide opportunities for social and cultural enrichment through extra-curricular activities.

To provide college parallel studies for students planning transfer to four-year institutions.

The statements above specify that the instructional emphasis in the new college would be different from that which existed in the other colleges in the district. The principal emphasis was to be on the development of programs which would prepare students for entry into jobs.

Goals

In addition to the statements of philosophy and purposes above, Dr. Spector provided additional direction to the initial staff of Maricopa Tech by issuing the following eight charges which in fact represent a statement of immediate goals for the college.

1. To develop instructional programs which are job-oriented and do not duplicate unnecessarily other programs in the district.
2. To develop instructional programs which are performance based rather than locked into time frames.
3. To develop a simplified admissions and registration system which will make the college easily accessible to people.
4. To emphasize flexibility in program development to permit students to enter the college at "odd" times.
5. To extend flexibility in program development to include programs which can be started and phased out as need dictates and to staff these programs accordingly.

6. To organize advisory committees to assist with the development to assure that programs are relevant to the existing need.
7. To extend programs into the community, especially into business and industrial sites.
8. To foster a student centered attitude in program development, grading systems, scheduling and instructional approaches.

These statements of philosophy, purposes, and goals suggest that Maricopa Technical Community College was to evolve as an institution which would be unique in the Maricopa County Community College District. The staff of MTCC has sustained the direction implied in these statements in the college's development over eight years. The college has emphasized job entry in its program development, and indeed has offered an educational alternative to the citizens of Maricopa County.

FACILITIES

Throughout its eight years of existence MTCC has retained the First and Washington Streets location as its principal base of operation. However, a significant part of its program has been operated from the Stauffer Annex at 525 West Van Buren Street, a building which was formerly a warehouse for the district. In addition, the Childress Buick Agency at 621 North 7th Avenue was purchased by the district in 1974. After renovation this site became the principal location of the Mechanical Technology Division of the college, and classes were begun there in the fall of 1974. These three buildings constitute what might be called the main campus of Maricopa Technical Community College.

Since its beginning in 1968 Maricopa Technical Community College has made an effort to extend its program into the community. Classes have been offered in high schools, training rooms in industrial sites, elementary schools, banks and

a variety of other locations. During its brief history the college has offered classes in as many as forty-eight different off-campus locations. This implies that a substantial portion of its program has been conducted off-campus. Enrollment data corroborate this implication. In the fall of 1974, 47.2% of the instructional effort of the college was conducted in off-campus locations. Enrollment data further show that the average off-campus effort of the college exceeds one-third of its total instructional effort (see figure 8).

PERSONNEL

As MTCC has progressed, obviously the number of personnel required to operate the college has increased (see table 4 and figures 9 and 10). The data reported show that the college has depended heavily upon part-time faculty to accomplish its educational mission. The nature of that mission is reflected in the kinds of certificates held by the sixty-three full-time teaching faculty -- fifty-one hold occupational certificates and twelve hold academic certificates.

INSTRUCTION

Available data show clearly that the instructional emphasis related in the philosophy and purposes of the college have been the instructional thrust of MTCC. About two-thirds or more of the enrollment in the college has consistently been in occupational courses (see table 1 and figure 2), and during its first eight years the college has developed seventy distinctly different programs leading to A.A. degrees or certificates.

In keeping with the charge to develop a student-centered approach to instruction, MTCC has made a strong effort and has succeeded to some degree in developing open-entry, open-exit courses which permit students to register at any time during a semester and to proceed in a course at his or her own speed. In

addition, a Learning Assistance Center is in operation in the college to assist students on an individual basis to develop basic learning skills to the degree required to succeed in college programs and to strengthen their knowledge and skills in specific college disciplines. Individual tutoring is an important part of the program of the LAC.

In addition to the Learning Assistance Center, the instructional program of the college is supported by a library which houses 26,000 volumes of print material and 9,000 non-print items. There also is an Instructional Materials Center which produces and distributes a wide variety of audio-visual materials. Another significant support unit is a staff of six full-time counselors who play a very prominent role in support of the instructional program as well as the induction of students into the college.

Although the major instructional emphasis of the college has been occupational in nature, enrollment data show that instruction in general studies is a significant part of the college program. Enrollment in general studies courses peaked in the spring of 1975 at 925 full time student equivalents. Although the principal purpose of the general studies program is to provide support for occupational programs, some students do attend Maricopa Tech to establish the educational foundation required for the pursuit of degrees in academic disciplines. In fact, the General Studies Division has had substantially higher full time student equivalent enrollments in the last two years than any other instructional division in the college. (See table 2 for a complete report of enrollment by instructional divisions.)

STUDENTS

When Maricopa Technical Community College opened its doors to students in the fall of 1968 it was anticipated that the college would attract a very limited

number of students, perhaps 600. In fact, 1,260 students enrolled in the fall of 1968, and the headcount enrollment peaked in the fall of 1974 with 7,633 people registering for classes. In terms of full time student equivalents, the low was 627 in the fall of 1968, and the highest FTSE recorded was 3,356 in the spring of 1975. There seems to be no doubt that the expectations of those who established the college have been exceeded by a substantial number of enrollments, and that this student response is indicative that the college is meeting a very legitimate educational need in Maricopa County.

An examination of the enrollment data reported shows rather clearly that the students who attend MTCC are predominantly male freshmen who attend on a part-time basis (see table 1 and figures 3, 4, and 5). Since the first year of the college's operation, the proportion of the total enrollment classified freshmen ranges from a high of 97% in the spring of 1970 to a low of 73% in the spring of 1976. Over the last eight years the proportion of the enrollment who are full time students ranges from a low of 7% in the spring of 1970 to a high of 33% in the spring of 1976. The proportion of males over the same period of time ranges from a low of 47% in the fall of 1968 to a high of 84% in the fall of 1969. Typically, males have represented about two-thirds of the enrollment of the college.

It was anticipated that MTCC would attract a large number of students from the racial minorities, and this anticipation has been realized. In the fall of 1970 16% of those who registered in the college were minority students. The proportion increased to 30% in the spring of 1976. Typically, about one-fourth of the students who have registered at MTCC have been of the racial minorities. In the spring of 1976 Mexican-Americans made up 16% of the enrollment; blacks represented 12%, and American Indians 2%. Oriental students have attended the college, however,

the total number has never represented as much as 1% of the total enrollment of the college.

Since it was anticipated in 1968 that the college would attract many students of the racial minorities, one might also have anticipated that the college would attract many people from South Phoenix. The data reported in figure 7 indicate that this anticipation was also realized. In the spring of 1975, 850 students who reside in South Phoenix registered for classes at MTCC. Figure 7 also reports numbers of students from the same area who registered at Phoenix College and Mesa Community College. The highest number during the last three years to register at Phoenix College from this area was 726 in the fall of 1975, and at the same time enrollment from this area peaked at Mesa Community College at 510. (For the purposes of this report, South Phoenix is defined as that area from Lower Buckeye Road south to the city limits, and from 43rd Avenue to 48th Street.)

An interesting fact about the students who attend Maricopa Technical Community College is that, typically, fewer than 3% of those who register graduated from high school the semester immediately prior to their registration at MTCC. This means that the vast majority of the students who attend the college do something else before attending MTCC.

Although Maricopa Tech is viewed by some as the "inner city" college of our district, the enrollment data reported show rather clearly that students who attend Maricopa Tech reside in substantial numbers in all parts of Phoenix and the surrounding area (see table 3). The data show that in the fall of 1974 almost 1,000 students were attracted from the Scottsdale-Mesa-Tempe area. Also in the fall of 1974, the number of students within Phoenix and north of Thomas Road was

almost 3,000. Obviously Maricopa Tech serves a wide area of Maricopa County.

AA DEGREES AND CERTIFICATES GRANTED AND JOB PLACEMENTS RECORDED

In the spring of 1969 MTCC held its first commencement exercises in the lobby of its main building. On that occasion nine AA degrees were granted. During the last seven years the college has granted an additional 1,058 AA degrees.

Degree programs represent only a portion of the college's planned programs of instruction. Certificates of competency and proficiency are granted to students who complete planned programs which are different in nature and duration from degree programs. During its first eight years, MTCC has granted 1,741 certificates of competency and proficiency in a variety of occupational fields.

Any discussion of completion of programs at MTCC must include job placements. Many students do leave the college to take jobs before completion of their programs. During its first eight years 3,826 students have been placed in jobs through the efforts of the college's Job Placement Office. This is an admirable record, especially when one considers that many students find jobs for themselves and that many students enter MTCC to upgrade skills required by jobs which they hold at the time they enter the college. (See figure 12 for a graphic illustration of degrees and certificates granted and job placements recorded.)

COSTS

The cost for operating MTCC in 1968-69 was $682,189. Over eight years the cost increased to $3,754,343 in 1975-76. Despite the operation of high-cost programs with limited enrollments -- nursing, health sciences, etc. -- since 1970-71 the cost per FTSE at MTCC has consistently been below the average cost for FTSE in our district (see figure 11).

SUMMARY

The staff of Maricopa Technical Community College believe that their efforts over the last eight years have resulted in the achievement to a very high degree of the goals specified and implied when the college was founded. The staff also believe that the college's initial purposes and philosophical approaches have been sustained:

1. Instructional programs which are job-oriented and to not duplicate unnecessarily other programs in the district have been developed.
2. Instructional programs which are performance-based have been developed.
3. Simplified admissions and registration systems have been developed to make the college easily accessible to people.
4. Some programs have been developed which permit students to enter the college at "odd" times.
5. Programs have been started and phased out as need has dictated.
6. Advisory committees have been organized for each of the college's programs, and each of these committees has been kept active.
7. Programs have been extended into the community, especially into business and industrial sites.
8. Program development, grading systems, scheduling and instructional approaches in the college do reflect a student-centered attitude.

During MTCC's eight years of operation conditions in Maricopa County have changed dramatically. This is especially true of downtown Phoenix. During this period changes have also occurred within our district. Some of these changes have made it extremely difficult for Maricopa Technical Community College to sustain its development within the framework of philosophy, purposes, and goals provided

upon its founding. Part II of this report offers some options for the continued development of MTCC which may provide ways to effectively meet the changing educational needs in our community.

APPENDIX

TABLES -- GRAPHS

1. ENROLLMENT
2. PERSONNEL
3. COST
4. OFF-CAMPUS LOCATIONS

table I

ENROLLMENT

	1968-69		1969-70		1970-71		1971-72		1972-73		1973-74		1974-75		1975-76		1976-77	
	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S
Total	1260	1432	3232	3396	5535	4679	5964	5329	6368	6148	6419	6707	7633	6988	6439	6317	5590	
Day	495	646	905	931	1621	1737	1966	1696	2073	1877	1500	1712	2688	2663	2501	2785	1916	
Evening	765	786	2527	2465	3914	2942	3998	3633	4295	4271	4919	4995	4945	4325	3938	3532	3674	
FTSE, Total	627	687	1489	1436	2247	1992	2599	2331	2819	2849	2919	3081	3518	3656	3230	3275	2752	
FTSE, Vocational			1138	1190	1881	1831	1995	1802	2060	2068	2150	2266	2516	2552	2135	2094	1878	
American Indian					88		126	126	150	165	194	199	226	203	186	168		
Black					227		376	368	486	512	499	563	639	660	609	703		
Mexican-American					475		550	592	841	777	849	32	1059	1033	964	1033		
Oriental					0		0	5	14	15	24	892	44	42	41	43		
Male	597	838	2916	2873	3597	3370	3975	3976	4506	4650	4861	5145	5418	5280	5011	4618		
Female	663	594	516	523	1938	1309	1989	1353	1862	1498	1558	1562	2215	1708	1428	1699		
Freshmen	1176	1332	3298	3316	5370	4320	5647	5049	5992	5518	5856	5888	6785	5994	5441	4915		
Sophomore	53	51	134	75	86	219	259	280	376	630	563	819	848	994	998	1402		
Unclassified	31	49	0	5	79	40	58	0	0	0	0	0	0	0	0	0		

table II

FULL-TIME STUDENT EQUIVALENT ENROLLMENT

BY INSTRUCTIONAL DIVISIONS

	1969-70		1970-71		1971-72		1972-73		1973-74		1974-75		1975-76	
	F	S	F	S	F	S	F	S	F	S	F	S	F	S
Apprentice	326		439		607		633	765	861	862	766	761	545	503
Business	384		634		501		501	378	377	455	566	558	512	516
General Studies	321		445		504		691	684	733	721	828	925	903	920
Health Sciences	82		119		165		137	162	176	186	126	120	106	123
Industrial Technology	146		250		254		380	341	355	381	411	431	385	374
Mechanical Technology	89		205		319		261	257	242	264	652	611	598	641
Nursing	136		155		249		216	208	133	162	112	109	96	94
Radio and Television								51	42	51	57	135	77	100

Programs In:

Business - Banking and Finance, Bookkeeping/Accounting Clerk, Business Administration, Front Office/Hospitality Industry, General Business Management, Merchandising and Selling Management, Retail Selling, Supervisory Management, Legal Secretary, Medical Transcriptionist, Receptionist/PBX Operator, Secretary/Administrative Assistant, Stenographer/Secretarial Assistant, Computer Applications Programmer, Computer Operator, Keypunch Operator/Data Processing, Office Technician/Data Processing.

Health Sciences - Dental Assisting, Mental Health Technology, Radiologic Technology, Respiratory Therapy, Surgical Technology, Unit Clerk.

Industrial Technology - Business Machine Service and Repair, Advertising Art, Drafting-Construction, Drafting-Electro-Mechanical, Electrical-Electronic Technology, Graphic Communications.

Mechanical Technology - Automotive Technology, Refrigeration and Air-Conditioning Technology, Appliance Service Technology, Welding Technology.

table III

GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT

	1968-69		1969-70		1970-71		1971-72		1972-73		1973-74		1974-75		1975-76		1976-77	
	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S
Phoenix - Central	379	418	867	915	1188	1118	1403	1251	1484	1386	1342	1440	1745	1494	1418	1446		
Phoenix - Northwest	299	270	835	853	1251	905	1435	1342	1556	1448	1464	1646	1729	1680	1513	1451		
Phoenix - Northeast	200	188	508	514	913	742	947	765	1011	934	949	977	1121	1029	905	922		
Phoenix - Southwest	33	47	112	119	185	208	276	256	357	412	458	461	530	547	556	549		
Phoenix - Southeast	93	103	194	60	272	275	344	330	412	388	464	471	520	495	494	481		
Glendale							242	174	280	314	336	364	381	346	323	331		
Mesa							117	347	305	280	304	312	316	294	278	233		
Scottsdale							251	301	287	259	261	247	273	261	227	191		
Tempe							232	246	337	319	323	337	346	329	281	252		
Other	256	406	716	935	1726	1156	717	317	339	408	518	452	672	513	444	461		

Phoenix Areas Defined:

Central - Thomas Road south to Lower Buckeye Road to city limits east and west.

Northwest - North of Thomas Road, west of Central Avenue, to city limits.

Northeast - North of Thomas Road and east of Central Avenue to city limits.

Southwest - South of Lower Buckeye Road and west of Central Avenue to city limits.

Southeast - South of Lower Buckeye Road and east of Central Avenue to city limits.

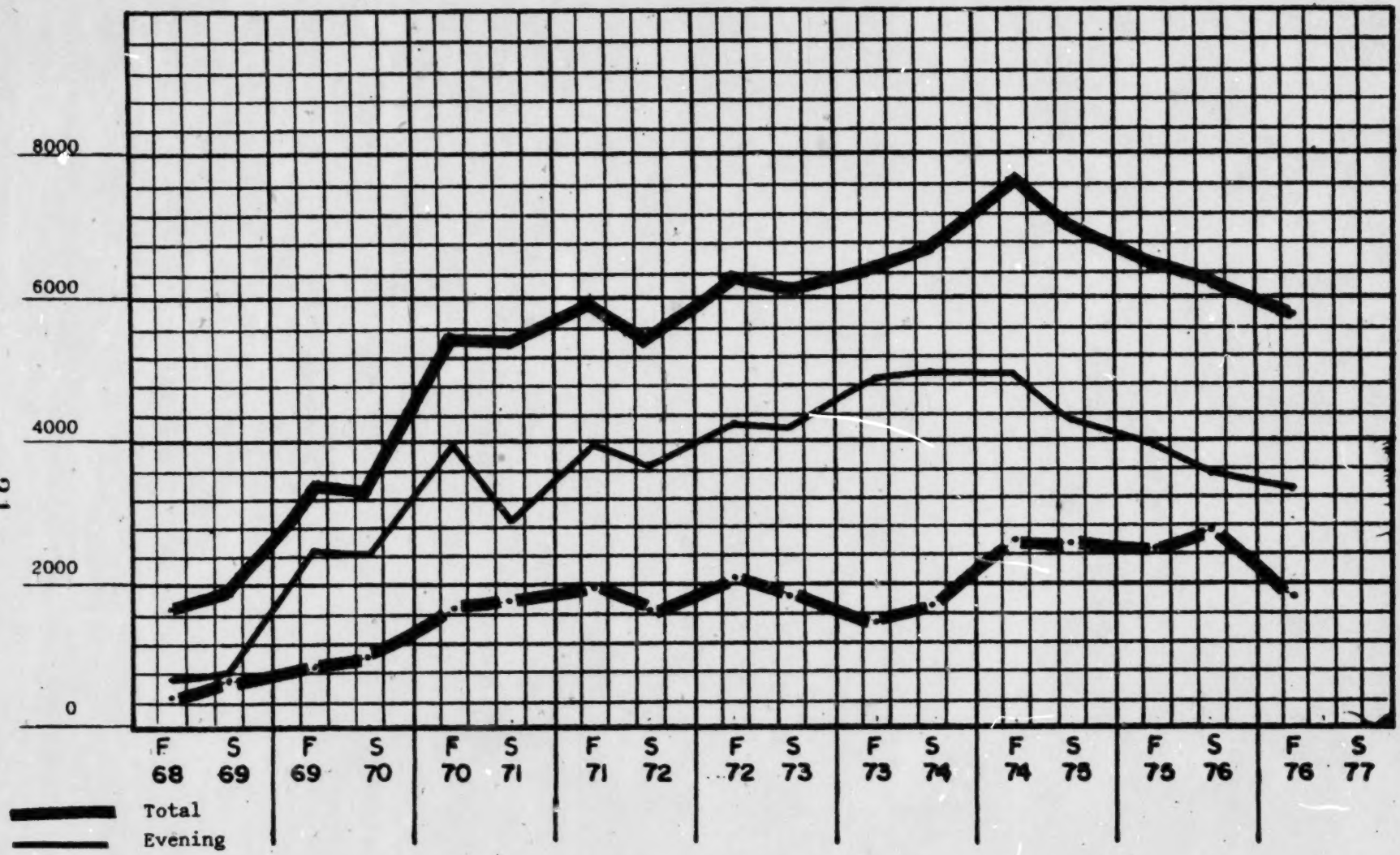
table IV

NUMBER OF STAFF/FACULTY

	1968-69		1969-70		1970-71		1971-72		1972-73		1973-74		1974-75		1975-76		1976-77	
	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S
Full-Time Faculty	16	16	24	24	55	55	66	66	77	77	79.5	79.5	72.5	72.5	75.5	75.5	81	
*Visiting Staff	14	27	42	45	30	34	70	67	61	47	23	32	30	30	29	39	38	
**Associate Faculty	49	47	99	107	176	150	196	164	235	232	253	280	290	290	280	273	220	
Administrators	3.5	3.5	4.5	4.5	5	5	5	5	5	4	4	5	5	5	5	5	5	
Classified Personnel																		
Fund 0	12	12	22	22	37	37	39	39	40	40	42	42	45	45	47	47	49	
Fund 1	1	1	2	2	5	5	5	5	5	5	6	6	8	8	9	9	9	
Fund 2	2	2	3	3	4	4	4	4	4	4	4	8	4	4	4	4	5	
M & O	7	7	10	10	14	14	14	14	14	14	15	15	16	16	17	17	21	
Food Service	0	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	

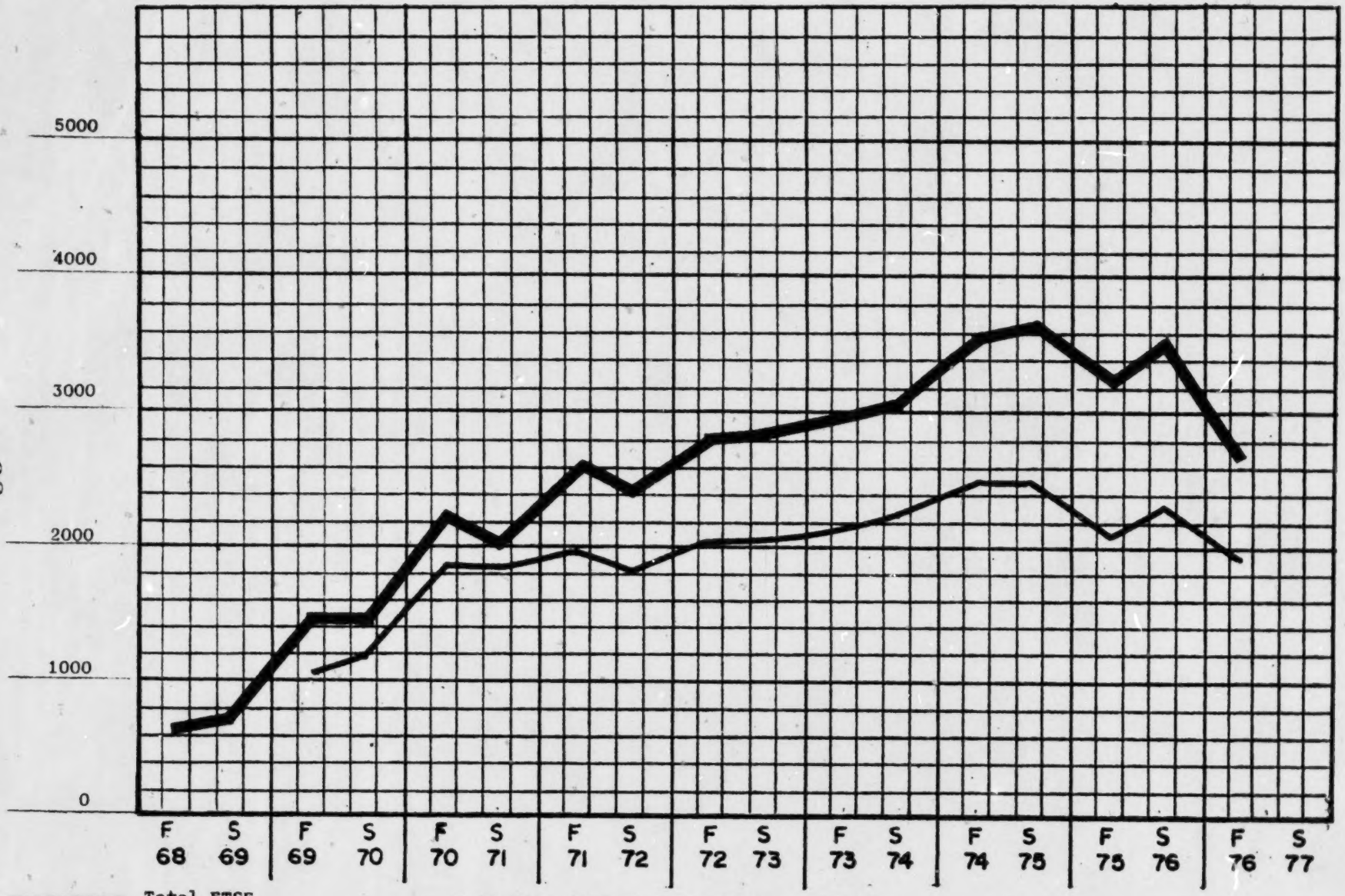
*Visiting Staff: Part-Time, Day

**Associate Faculty: Part-Time, Evening



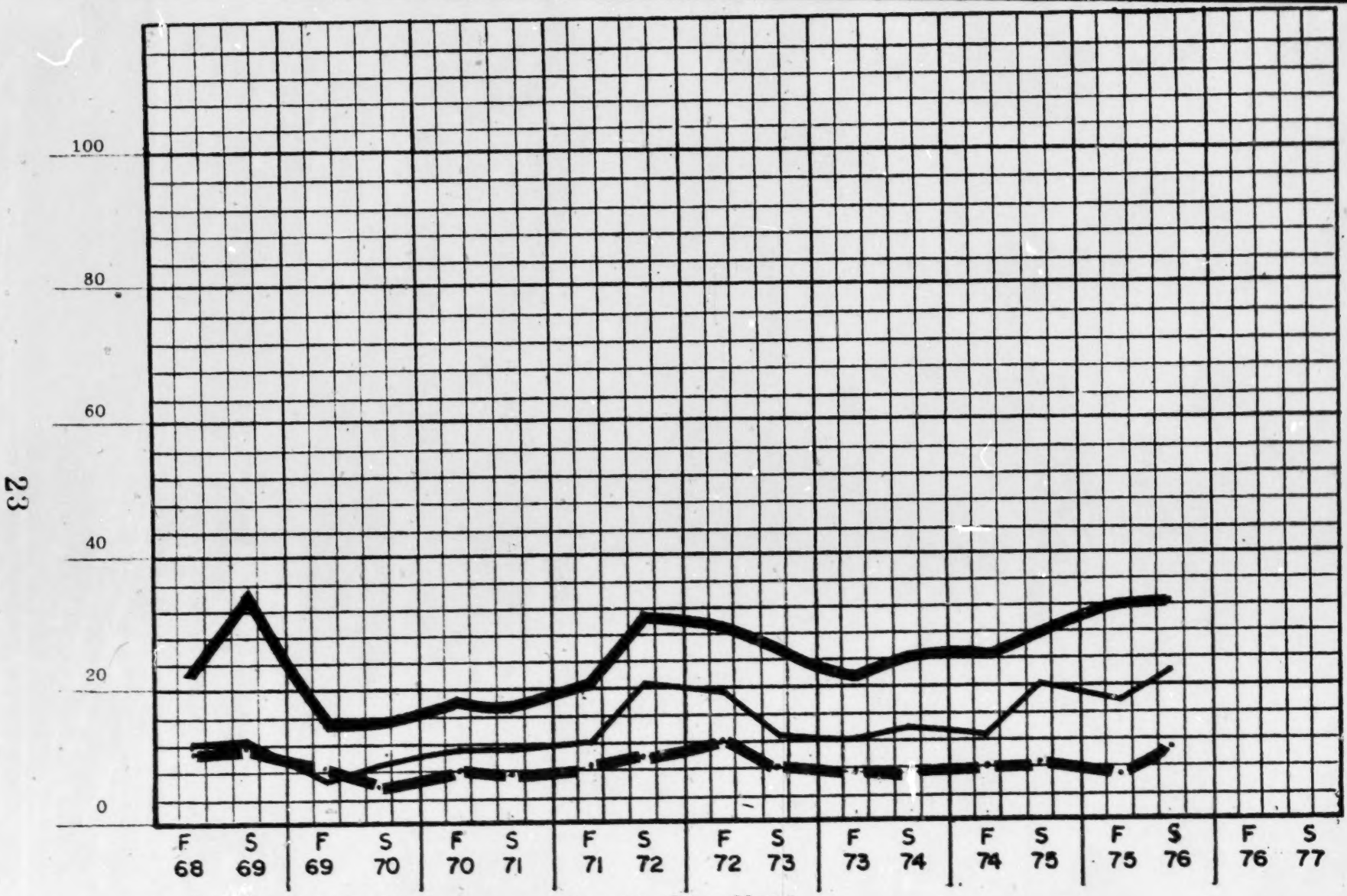
ENROLLMENT

Fig. 1

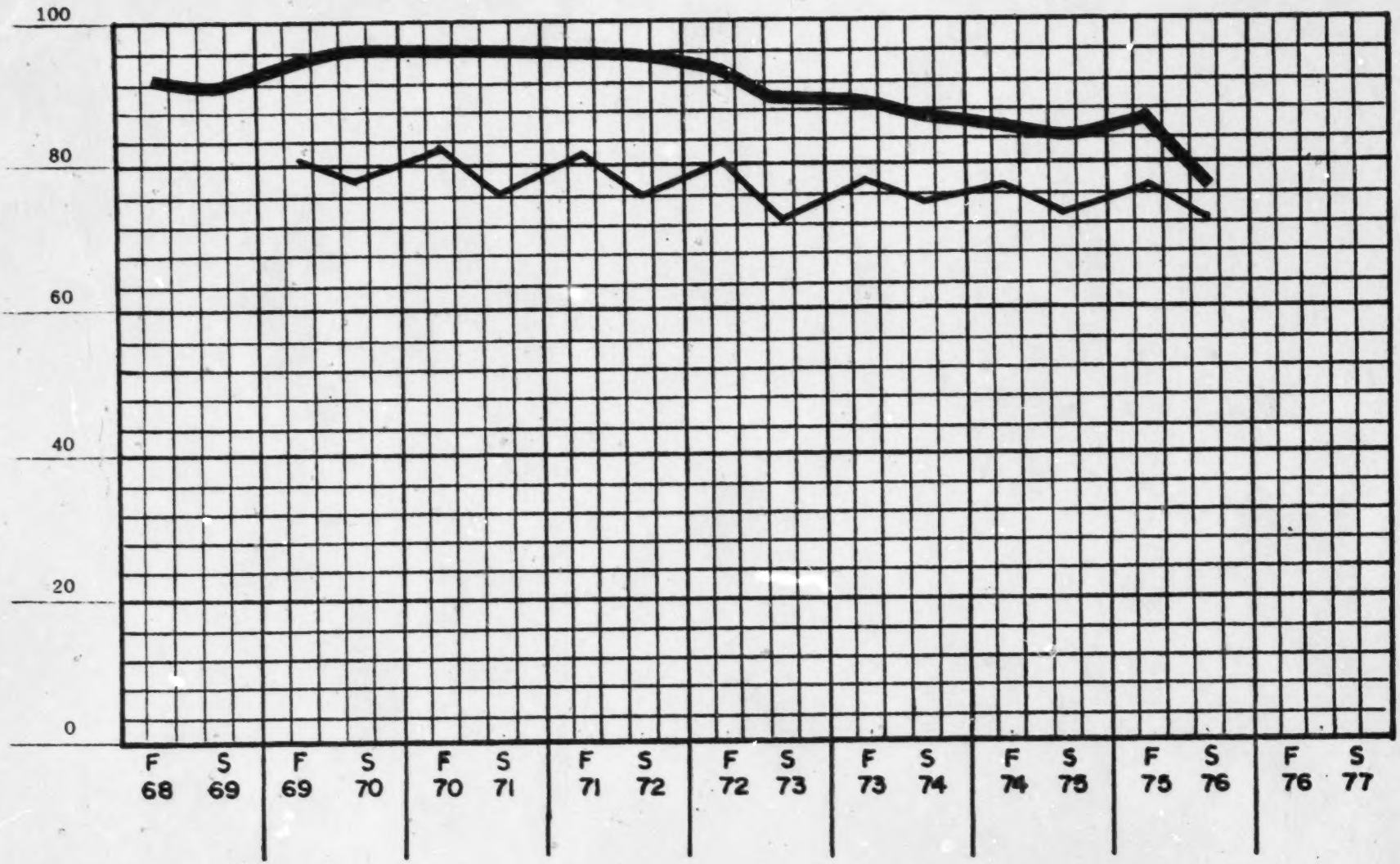


Full-Time Student Equivalent Enrollment

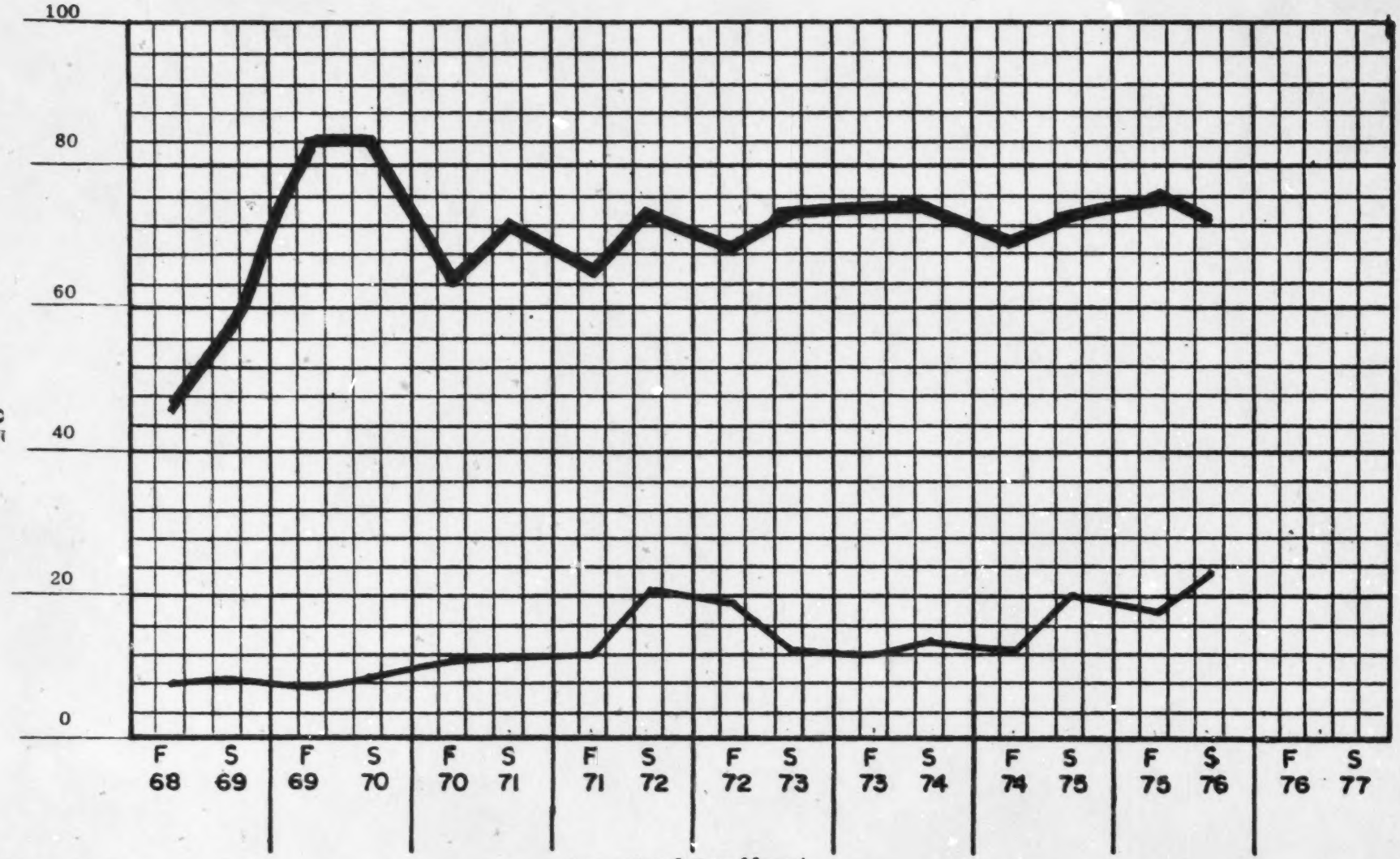
Fig. 2



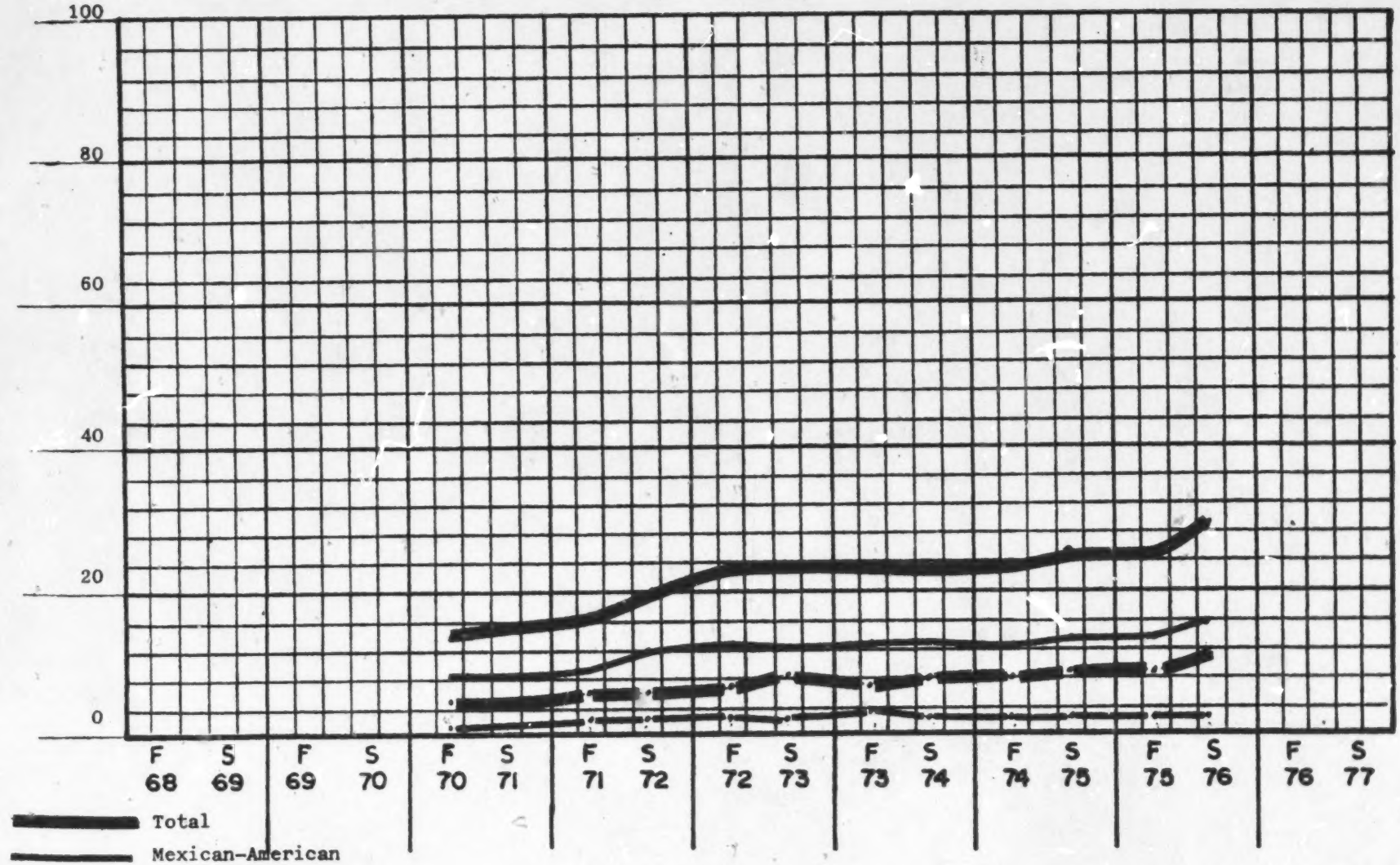
Percent of Enrollment
Full-Time Students
Fig. 3



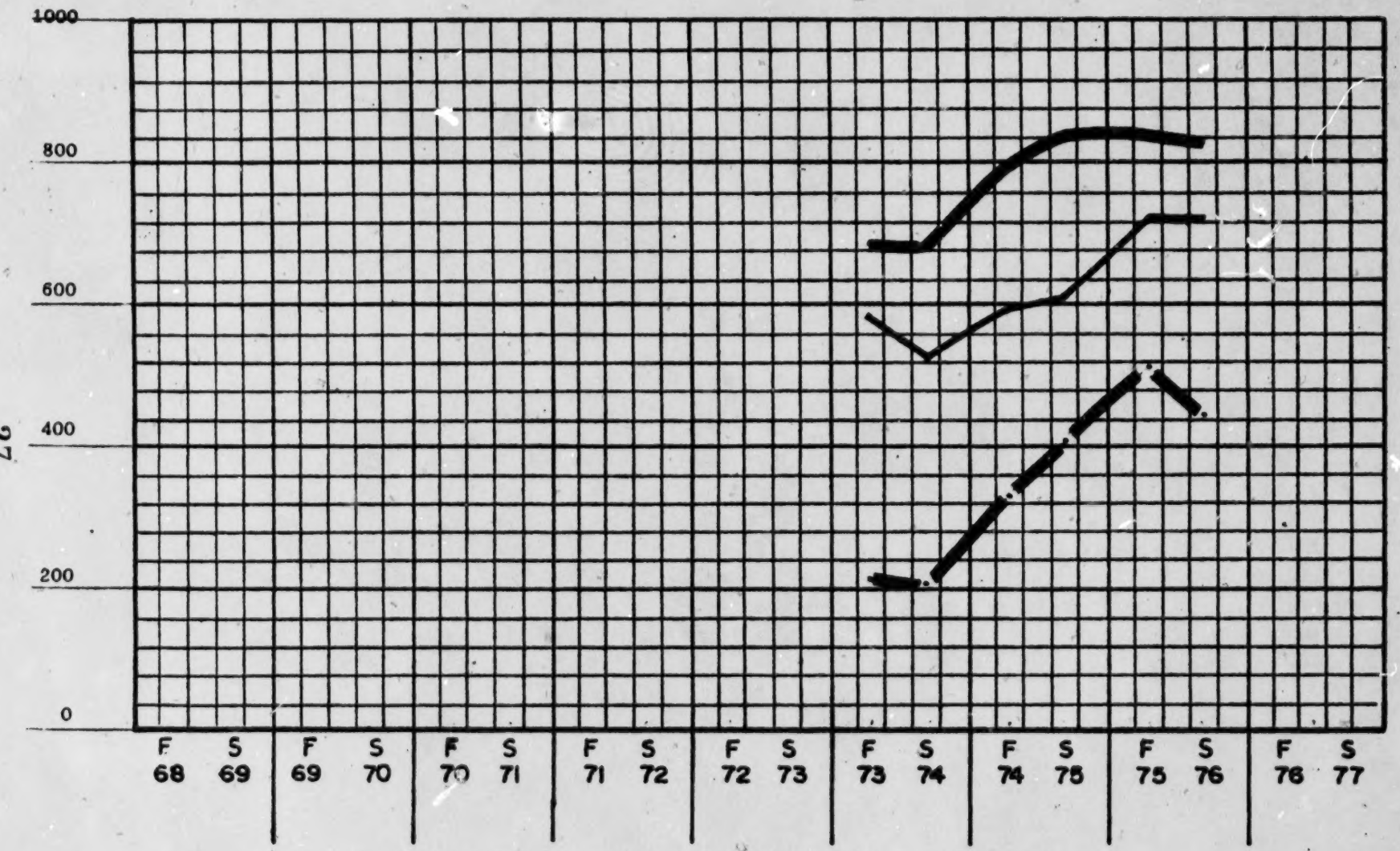
Percent Of Total Enrollment Classified Freshmen
Fig. 4



Percent of Enrollment
Male
Fig. 5

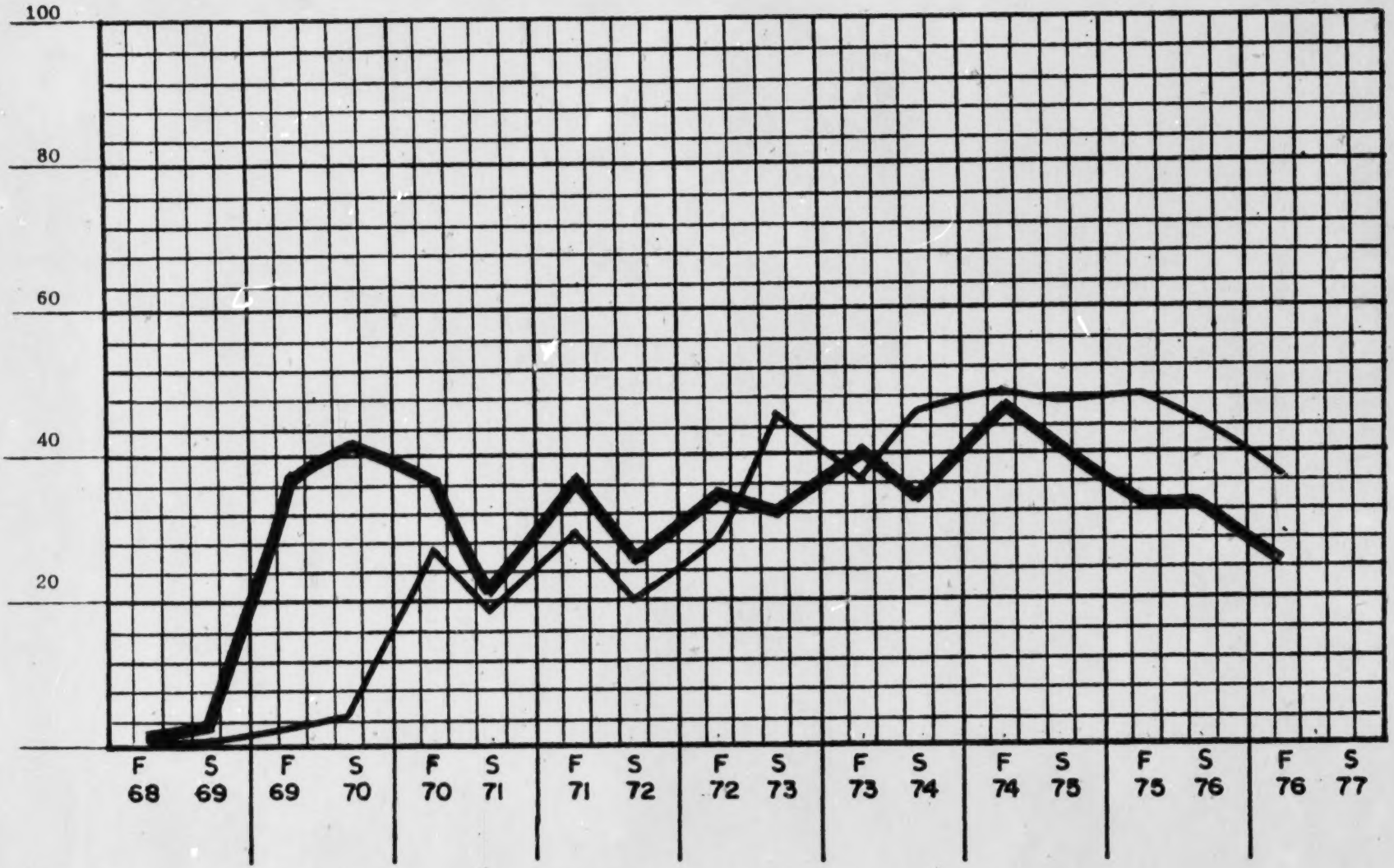


Percent of Enrollment
Racial Minorities
Fig. 6



South Phoenix Enrollments Last Three Years; Maricopa Technical Community College, Phoenix College, Mesa Community College

Fig. 7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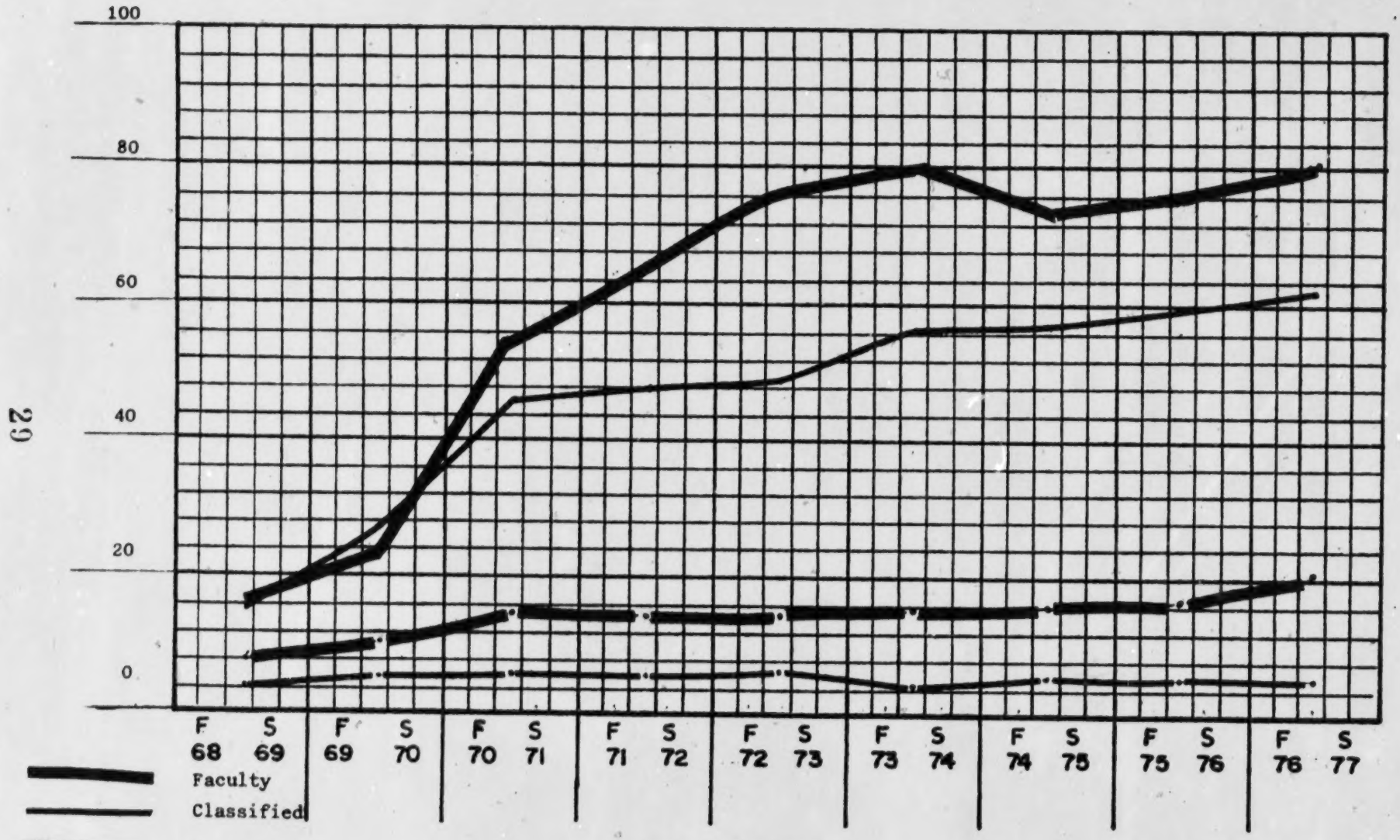
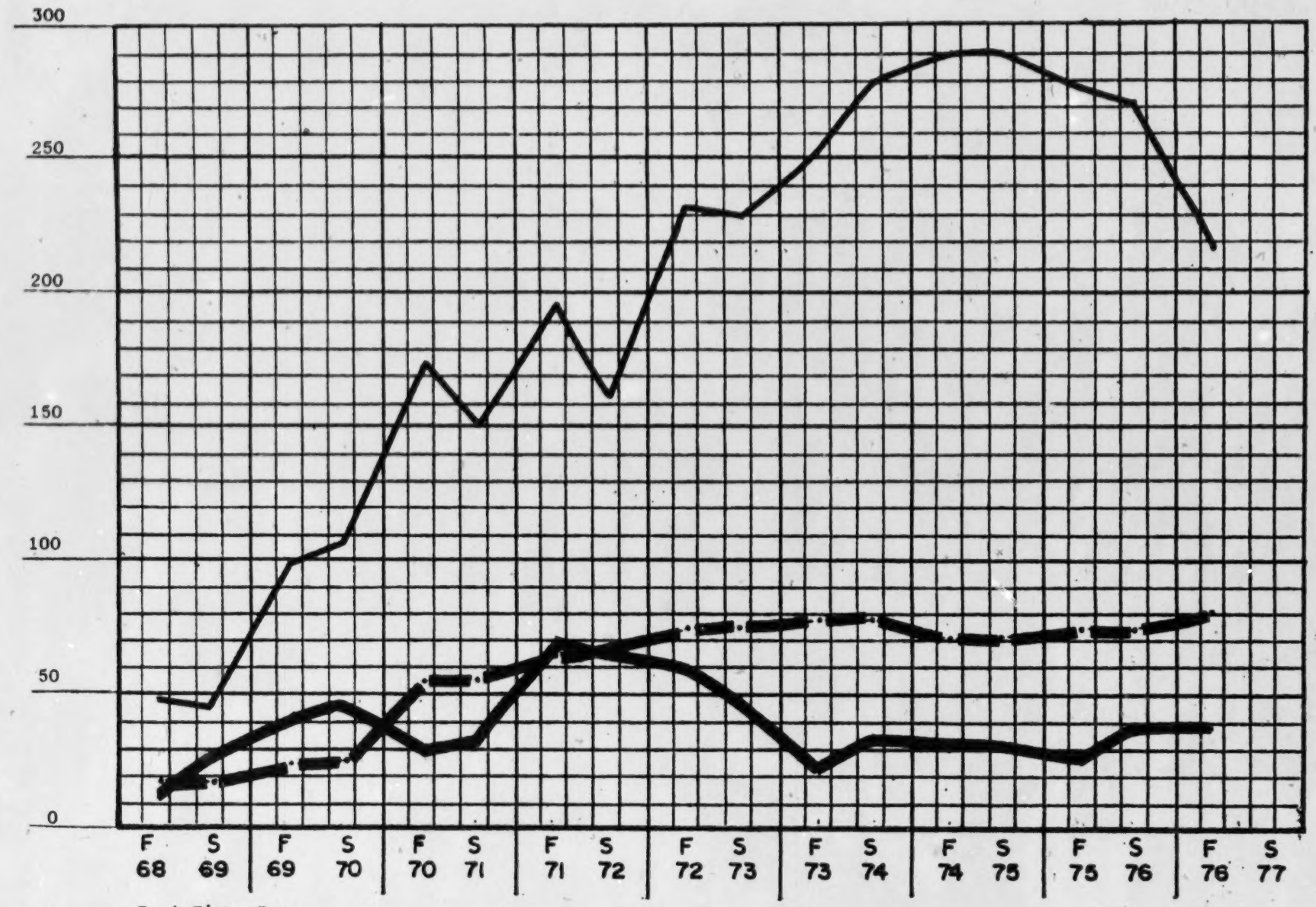
S 76
F 76
S 77
Percent of Enrollment
Number of Off-Campus Locations
Percent of Enrollment
Off-Campus Locations

Fig. 8

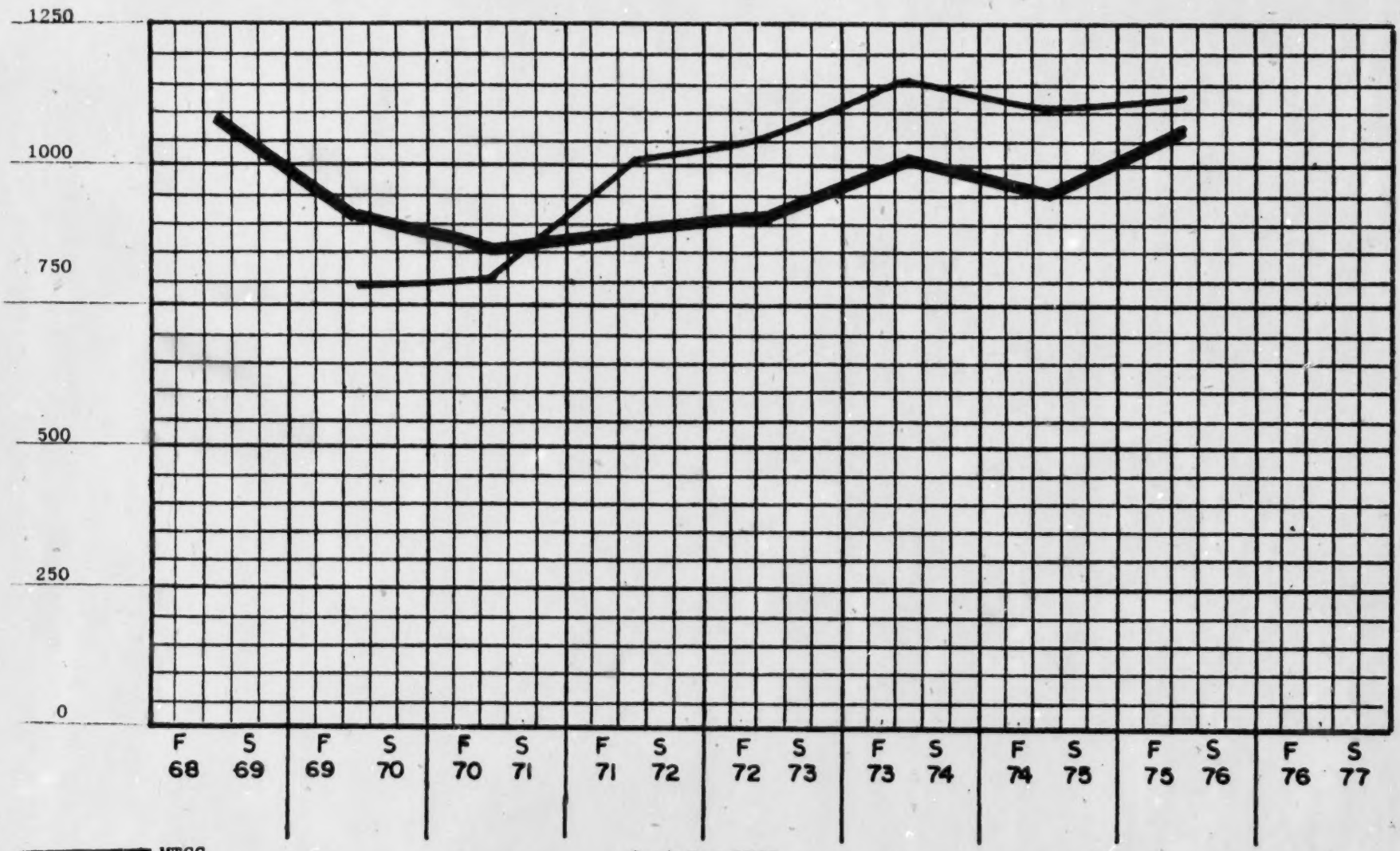


Number of Personnel
Full-Time
Fig. 9



Number of Faculty

Fig. 10



Cost Per FTSE
Fig. 11

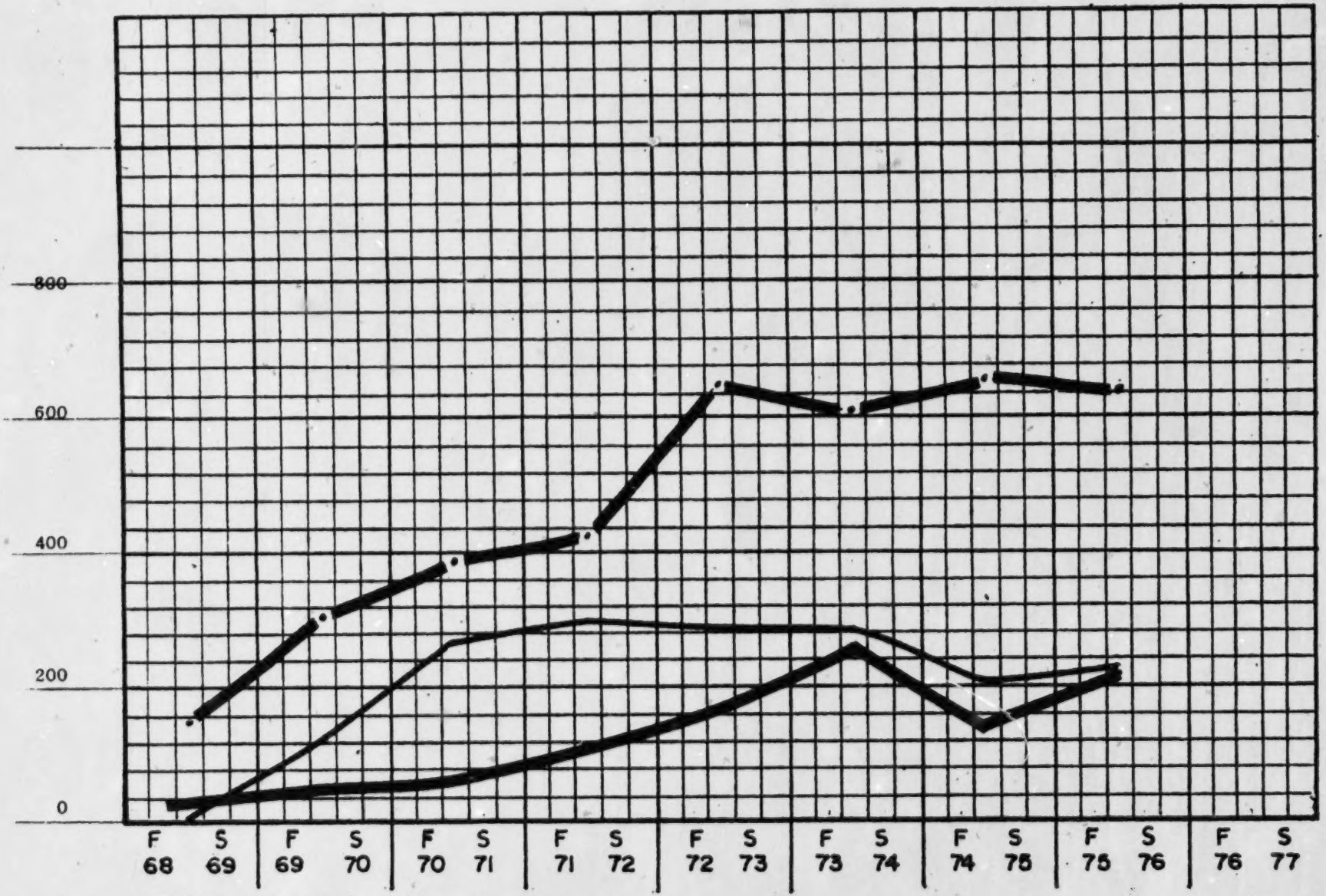

800
600
400
200
0
F 68
S 69
F 69
S 70
F 70
S 71
F 71
S 72
F 72
S 73
F 73
S 74
F 74
S 75
F 75
S 76
F 76
S 77
AA Degrees Granted
Certificates Granted
Job Placements Recorded

Fig. 12

PROGRESS AND PROSPECT

PART II

PROGRESS AND PROSPECT

PART II

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MARICOPA TECHNICAL COMMUNITY COLLEGE

PROGRESS AND PROSPECT

PART II

The purpose of Part II of this report is to present to the administration and Governing Board of the Maricopa County Community College District four options for consideration in determining what shall be the future direction of Maricopa Technical Community College. In the judgment of the staff of MTCC, these options represent the choices that are available. This does not mean, however, that they are mutually exclusive. It would be possible to implement a combination of options.

In considering these options certain assumptions are made. They are:

1. That the Maricopa County Community College District is still committed to the following philosophical approaches expressed in the 70's Project.
   a. That new educational and training approaches must be determined and tested.
   b. That educational needs will continue to change, and that relevant programs be established to assist students in their movement toward self-sufficiency.
   c. That community colleges are for the community not for part of it; they are dedicated to assist all levels of society, not just some levels.
2. That the Occupational Training Center, which received much attention three years ago, is still a viable concept for the following purposes, and that these purposes do constitute a part of the proper role of community colleges in our society.
   a. Providing skilled personnel for businesses and industry.

b. Providing continuing education to upgrade job skills throughout employees' working years as technology continues to develop and change at a higher rate of speed.

3. That the MCCCD Governing Board is sensitive to the changing environment in downtown Phoenix and its implications for the future operation of Maricopa Technical Community College.

4. That other colleges in the MCCCD will continue to develop more comprehensive programs including the addition of occupational programs.

5. That the MCCCD Governing Board is sensitive to the public interest in more responsible operation of educational institutions.

6. That MTCC's original purposes may be obsolete in view of changing community needs.

7. That MTCC can make a more significant contribution to the MCCCD effort and that an expanded role for MTCC is desirable.

8. That the existing dilemma -- constraints on funding and increased demand for programs --requires that the MCCCD develop alternate methods of delivery of instruction and services.

OPTION I: STATUS QUO

The status quo implies no change. This option for the future of MTCC assumes that the college would continue to operate with essentially the same facilities, with essentially the same instructional emphasis, and with essentially the same purposes mentioned earlier in this report.

Requirements for Continued Operation

To continue the operation of MTCC in existing facilities with its current instructional emphasis would obviously require the current level of financial support plus normal increases. An additional requirement would be the purchase of parking space. The cost of rental of parking space is high and will become even higher. Cost is a problem, however, it is not the only problem associated with parking. Being dependent upon other agencies and institutions for parking space is perhaps an even greater problem. Our experience has shown that other agencies are happy to rent space to us providing we do not become an inconvenience or an obstacle to increased business. To assure continued operation of the college in its present locations without serious interruption would require the purchase of parking space.

Another requirement for the status quo is a statement of clearly defined goals and objectives to which the administration and Governing Board of MCCCD are strongly committed. MTCC was founded with a philosophical approach and purposes which were different from those of other colleges in the district. These differences appeared to be acceptable at the time the college was founded, and the differences were accommodated with exceptions to certain policies that applied to other colleges in the district. However, during recent years attitudes of some personnel within the district seem to have changed, and there seems to have developed a strong reluctance to accommodate differences. If the college is to continue its current operation

effectively, differences must be recognized and accommodated.

Anticipated Benefits

During its first eight years of operation MTCC has offered a post-high school educational alternative to the citizens of Maricopa County. The success of the college measured in enrollments seems to demonstrate clearly that the need for an educational alternative has been very real. With no dramatic change in instructional emphasis, the college should continue to meet this need in the community.

Another benefit realized from no change is ease of management. The management model currently in use has worked, and there is no reason to believe that it will not continue to be effective.

Inherent Risks

In a changing society there are certain risks inherent in the status quo. This is especially true in the case of MTCC. The college exists in a rapidly changing environment. When the college came into existence in 1968, business activity in the vicinity of First and Washington Streets had almost ceased. However, during the last eight years dramatic changes have occurred. This area has become the legal, financial, government, and convention center of the state. Many thousands of people work in the immediate vicinity, and thousands of others are attracted for a variety of purposes. This implies changing educational needs which the status quo will not accommodate. Indeed, status quo conflicts with the community college philosophy which emphasizes flexibility to meet changing needs.

Another risk inherent in the status quo is increased cost of operation disproportionate to production. The educational emphasis of MTCC requires specialized facilities and limited enrollments in certain programs. Excellent examples are nursing and health science programs. In existing facilities it is extremely difficult

to accommodate large numbers of students in less costly programs to offset the high cost of specialized programs. If one considers what exists in the immediate vicinity of MTCC at this time, it seems that the college should have a strong instructional emphasis to accommodate the legal, finance, hospitality, and merchandising industries as well as all levels of government. The nature of facilities precludes a strong effort in this direction.

Another risk inherent in the status quo is related to the continued development of downtown Phoenix. Much has occurred in the last eight years, and still more development is planned in the future, especially by the City of Phoenix. This implies at least that the distance placed between MTCC and the so-called "inner city" people will become greater. The development that has occurred and that which is planned does very little to encourage people to live in the downtown area.

Still another risk inherent in the status quo is poor morale of both staff and students. Each year staff have transferred from MTCC to other colleges in the district. However, in eight years of operation, only one person has transferred from another college in the district to Maricopa Tech, initial staff excepted. Although student morale has never been an extremely serious problem, it is quite evident that MTCC students are aware of inequities that exist in the district in terms of facilities. Since the the enrollment peak in the fall of 1974, the enrollment pattern of MTCC is clearly one of decline. Evidently some students and staff believe that there are better places in the district to be.

Implications for the Future

There are some serious implications for the future in the status quo. Status quo implies no change, while in fact downtown Phoenix is changing rapidly and more change will occur in the future. Some consideration must be given to whether MTCC

as it now exists fits comfortably with the planning now being done by Phoenix city government. Will MTCC as it now exists be an asset to the city, or will it be a liability? This is a question which should be addressed in some depth. Distance, which is alluded to above, apparently will become an important consideration in the future. Enrollment studies show clearly that people travel to MTCC. Another energy "crunch", which many predict will occur in the future, could have very serious consequences for the college.

OPTION II: EDUCATION CENTERS WITH SPECIALIZED INSTRUCTIONAL EMPHASES

Within this district during the last two years there has been considerable discussion of educational centers with limited enrollments as possible alternatives to an additional comprehensive campus. Most recently these discussions have emphasized the need to relieve some of the pressures of burgeoning enrollments at Glendale Community College and Mesa Community College. The operation of education centers is an option which should be included in any discussion of the future of Maricopa Technical Community College. However, this concept should be extended to include centers with specialized instructional emphases. Good examples are the Mechanical Technology Center now located at 621 North 7th Avenue and the Industrial Technology Center now being planned for location at 40th and Washington Streets.

There are many possibilities which one may consider in any discussion of specialized instructional emphases. For example, a center could be developed which would include radio and television instruction plus other forms of non-traditional education. A specialized instructional emphasis need not be restricted to an occupational field or related clusters, or even to unusual efforts. General studies could easily be justified as a specialized instructional emphasis in a center.

Within this district there appears to be at least a tentative commitment to education centers and non-traditional education. However, neither concept has been developed to any great extent. The best approach to developing the concepts may be to place them under the administrative wing of a single credit-granting unit within the district. This notion is surely worthy of consideration.

Requirements for Implementation

An obviously important requirement for the development of education centers

within Maricopa County would be a thorough study to determine the best locations for centers in relation to education needs which exist in the county. This would include determinations related to the placement of specialized instructional emphases.

Another obvious requirement would be the acquisition of facilities. Preferably, existing buildings with adequate parking space would be acquired if they are available in what would be determined to be the "right" locations. One good example of an existing building strategically located with adequate parking space is the building in Tempe once occupied by the W. T. Grant Company. It appears to be a solid building with a substantial amount of space with more than adequate parking space in existence. In addition it is located near transportation routes and is directly across Southern Avenue from the Tempe Community Center and Public Library. A program in this location could absorb enrollments from the Tempe area and southeast Phoenix.

The development of this concept as described above would also require increased unit latitude in budget management and the use of personnel to achieve the greatest degree of success. Flexibility in responding to community needs would be an absolute requirement. Therefore, personnel administering such a program should not be continually asking "what can we do?" What can be done should be made very clear from the beginning. In addition, to implement this concept would require a management model different from any now in existence in the district. New positions would no doubt be required, and some positions now in existence would be abolished.

An additional requirement for proper implementation of the concept would be a strong commitment on the part of the MCCCD administration and governing board to delivery systems of instruction and services which are different from those now in

existence in the district. This would include a permissive attitude toward experimentation and some determination to make non-traditional or alternative methods work.

Since the implementation of this concept would require a shift from a single instructional emphasis for the college to several instructional emphases, a change of name for the college might be required. This shift in emphasis should also effect a change in attitude among some MTCC staff. It seems inevitable that the roles of some personnel would change, and acceptance of these changes would be a requirement. Perhaps the most important requirement would be increased emphasis on evaluation and accountability. Involvement with experimentation and new program development dictates the necessity for this requirement.

Anticipated Benefits

Many benefits would accrue to the community at large through the proper implementation of this option. Some of these are:

1. Easier access to educational opportunities would be provided.
   a. Instruction would be taken to the people.
   b. Earning of credit through non-traditional means would be increased.
2. The travel requirement of students would be reduced.
3. Specialized programs could be placed in strategic locations where the need is greatest.
4. More attention could be given to individuals by providing instruction in a less crowded environment.
5. More effective response to unique student needs would be provided.
6. Quicker response to community needs would be possible.

Implementation of this option would also cause many benefits to accrue to the MCCCD specifically. Some of these are:

1. The image of the MCCCD would be enhanced through exposure in more places in the county.
2. Less costly, existing facilities could be acquired.
3. Enrollment pressures on existing comprehensive campuses could be relieved without increasing the size of the campuses.
4. Use of staff in different locations could be increased.
5. A "home base" for non-traditional education in a credit-granting institution would be provided.
    a. NTE could be removed from direct district administration.
    b. A better opportunity for quality control could be provided.
    c. A better atmosphere for the development of experimental curricula would be possible.
    d. A better opportunity for the orderly development of programs could be provided.

Inherent Risks

One risk associated with this option is the fact that it involves some experimentation. There is no guarantee that the first management model developed would be the most effective for the task. In addition, as a concept non-traditional education does not have total acceptance in this district. It is a concept the effectiveness of which has not been clearly demonstrated. Although the operation of educational centers is not new in the district, it is not well known. These are risks which must be recognized.

Developing new approaches to educational delivery can be upsetting to some existing staff. Implementing this option would require an awareness of this possibility and a willingness to accommodate those who might be unable to adapt to change. Another risk which should be noted is the fact that some non-traditional efforts generate no state aid. A willingness to accept this fact and to accommodate this gap in funding would be important.

Implications for the Future

Enrollment projections in the 70's Project indicated 38,000 in the district in the fall of 1975, and 40,350 in the fall of 1976. Obviously the projections were wrong. The actual enrollment in the district in the fall of 1975 exceeded 50,000. This demonstrates a need for flexibility in the operation of community colleges because there are many variables which affect enrollment. Implementation of this option would provide some of that flexibility. Education centers designed to accommodate limited enrollments do not require substantial financial commitments, and, as need dictates they can be phased in and phased out far more easily than comprehensive campuses. Current, short-range projections indicate increased enrollments in community colleges in this district. However, it is possible that

the growth projected may not occur. The development of education centers could reduce the possibility of over-building comprehensive campuses.

Year-to-year increases in cost of operation is a fact which must be faced. The operation of education centers could be cost effective. They could provide for better utilization of personnel, and they would not require certain facilities such as football stadiums and performing arts centers traditionally associated with comprehensive campuses.

The implementation of this option would provide a vehicle for experimentation in the district. If we are to meet the challenge of meeting the needs of increased numbers of people with more and more limitations placed on funding, increased experimentation in the management and delivery of programs and services will be a requirement in the future.

OPTION III: COMPREHENSIVE CAMPUS AND PROGRAM

Another option in considering the future of Maricopa Technical Community College is for the college to become like the other four colleges in the district with a similar campus and program.

Requirements for Implementation

It is highly unlikely that a comprehensive campus and program can be developed at First and Washington Streets. Therefore, implementation of this option would require strong community support in the form of a favorable vote on a bond issue to provide funds to acquire Phoenix Union High School or a similar facility, or to build a new campus with provisions for substantial future growth.

The development of a comprehensive program would of course require additional staff. This assumes that a comprehensive program includes expanded offerings in general studies as well as programs in athletics, music, drama, and possibly others.

Anticipated Benefits

Adding another comprehensive college with a comprehensive program to the district operation would make additional educational opportunities available to the citizens of the county. This kind of college would fit very well into the existing district management scheme requiring no deviations from existing district policies. Depending on its location, it could take enrollment pressure off those colleges which are now overburdened.

Inherent Risks

The development of an additional comprehensive campus has several risks which are related to attitudes among people in the community. The cost of another campus would be high, and at this time the citizenry seems inclined to resist added financial burdens. In addition, the determination of a location for an additional

comprehensive campus could cause some unrest in the community. There no doubt are several locations in the county which could be justified, and conflict among certain factions in the community would be inevitable. Also, when all things are considered, especially a bond issue, it is possible that there would not be sufficient community support.

Implications for the Future

Some of the change which is occurring in downtown Phoenix has been described above. It should be recognized that change in Maricopa County is not limited to downtown Phoenix. The establishment of an additional comprehensive campus with a comprehensive program could be interpreted to mean that the college district is not sensitive to change since this has been the district's response to increased need in the past.

The existing comprehensive campuses in the district, with one possible exception, have enrollments now which probably exceed by far anybody's anticipation when the colleges were established. Whether bigness is good or bad is a value judgment on which many disagree. Generally community colleges purport to give more attention to individuals than do some other educational institutions in this country. It seems reasonable that this becomes increasingly difficult with increased enrollment.

MTCC at this time is viewed by some as being an alternative college. It possesses a uniqueness which is attractive to some people. If it were to transfer to a comprehensive campus and develop a comprehensive program, it probably would lose its image as an alternative college.

OPTION IV: EDUCATIONAL PARK

During 1973 and 1974 several meetings were held among representatives of Arizona State University, the Maricopa County Community College District, and the Phoenix Union High School District to consider the possibility of establishing in Phoenix an educational park. Two options for the establishment of this concept were reported:

1. This approach could primarily utilize the present Phoenix Union High School facility for post-secondary education, occupational education, special interest and extension services in cooperation with the Maricopa County Community College District and Arizona State University. Additional cultural and recreational services of the City of Phoenix could be incorporated as well.
2. In contrast to the above option, this method would plan for a comprehensive full service educational park. This would articulate a full range of programs from the secondary level provided by the Phoenix Union High School District to lower division academic and occupational education at the post-secondary level by the Maricopa County Community College District, and a broad upper division program offered by Arizona State University. The possibility of graduate offerings should also be considered. The City of Phoenix would also be involved in this to provide additional cultural and recreational programs in facilities within the educational park.

The options reported above describe the concept of the educational park. This concept does provide an option for the future of Maricopa Technical Community College.

Requirements for Implementation

Any joint effort to implement a program of the magnitude described above would

require a strong commitment to a cooperative effort on the part of all components involved. Another requirement would be clearly defined roles for each of the components. These roles would of necessity be related to the specific goals and objectives of the educational park.

Another obvious requirement would be the acquisition of a suitable site that would be acceptable to all components.

Anticipated Benefits

A multi-dimensional institution such as the one described above would offer a wide range of educational opportunities to the citizens of Maricopa County. These opportunities probably would be attractive to many. Effective implementation of this concept would demonstrate to the taxpaying public that the educational institutions which they support can cooperate to serve the public in a unique way.

Inherent Risks

A cooperative effort of the magnitude described above on the part of three or four institutions would require substantial investment on the part of all components. The failure of any of the components to sustain a cooperative attitude could cause the entire effort to fail causing a substantial loss to all the institutions involved. Another risk would be the bringing together of children of secondary school age with adults in an educational atmosphere. An age range this wide within a single institution might not be compatible. At best it would be troublesome.

To include the City of Phoenix in this effort to provide programs of cultural enrichment might put that component in conflict with its programs now existing at the Phoenix Civic Plaza. This does not seem to be a reasonable expectation for this component.

Implications for the Future

In the meetings mentioned above representatives of Arizona State University

took the position that an educational park should include only post-high school programs. Representatives of the Phoenix Union High School District favored the inclusion of secondary level programs. At least one individual supported a program that would include all levels of education, even kindergarten. The fact that these differences exist implies that the development and operation of this kind of program would at best be extremely difficult. People associated with the various levels of education -- elementary, secondary, post-high school -- of necessity possess different philosophical approaches to educational tasks. Unless representatives of the different components of an educational park can commit themselves to common goals and objectives, the program has no future.

RECOMMENDATION

In view of all existing realities mentioned above, especially increased demands for community college instructional programs and services, limitations placed on funding, attitudes of the public, and uncertain economic conditions, and in view of its apparent compatibility with these realities, the staff of Maricopa Technical Community College recommends that Option II above be adopted as the direction for the future development of Maricopa Technical Community College, and that this action be adopted as official policy of the MCCCD Governing Board.

It is further recommended that the MCCCD Governing Board charge the executive dean of MTCC with the responsibility of developing a management model, including an organization chart for the kind of college described in Option II, to be submitted to the Governing Board no later than the first meeting in January, 1977.

It is further recommended that upon approval of a management model by the Governing Board, the executive dean of MTCC be charged with the responsibility of specific planning for the establishment of education centers with specialized instructional emphases, and that personnel in appropriate MCCCD central offices be charged with the responsibility of providing support services upon request.

It is further recommended that education centers with specialized instructional emphases be established and that programs be implemented by MTCC at the earliest possible date.

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